

COTTON BELT ELEMENTARY

1176 Black Highway
York, SC 29745

GRADES PK-5 Elementary School

ENROLLMENT 603 Students

PRINCIPAL Matt Brown 803-684-1947

SUPERINTENDENT Dr Katie Brochu 803-684-9916

BOARD CHAIR Harvey Gene Turner 803-684-4025

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
13	69	9	1	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

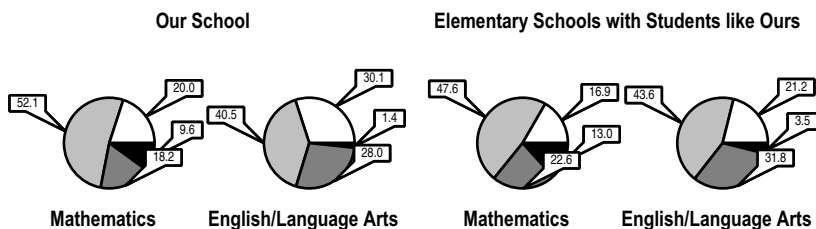
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Good	Average	N/A
2003	Average	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	41	81	71
Percent satisfied with learning environment	95.0%	89.7%	88.7%
Percent satisfied with social and physical environment	97.5%	97.5%	84.1%
Percent satisfied with home-school relations	82.9%	94.9%	88.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	302	99.3	30.1	40.5	28.0	1.4	29.4	17.6
Gender								
Male	156	99.4	39.4	35.2	23.9	1.4	25.4	17.6
Female	146	99.3	20.4	46.0	32.1	1.5	33.6	17.6
Racial/Ethnic Group								
White	187	99.5	23.7	36.1	38.5	1.8	40.2	17.6
African-American	94	98.9	45.6	45.6	7.8	1.1	8.9	17.6
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	14	100.0	21.4	42.9	35.7	N/A	35.7	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	255	99.6	23.9	43.2	31.3	1.6	32.9	17.6
Disabled	47	97.9	72.2	22.2	5.6	N/A	5.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	302	99.3	30.1	40.5	28.0	1.4	29.4	17.6
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	298	99.3	28.3	41.6	28.6	1.5	30.1	17.6
Socio-Economic Status								
Subsidized meals	151	98.7	39.1	42.0	18.8	N/A	18.8	17.6
Full-pay meals	151	100.0	21.3	39.0	36.9	2.8	39.7	17.6

Mathematics								
All students	302	99.7	20.0	52.1	18.2	9.6	27.9	15.5
Gender								
Male	156	99.4	22.4	47.6	18.9	11.2	30.1	15.5
Female	146	100.0	17.5	56.9	17.5	8.0	25.5	15.5
Racial/Ethnic Group								
White	187	100.0	14.2	49.7	21.9	14.2	36.1	15.5
African-American	94	98.9	31.9	58.2	7.7	2.2	9.9	15.5
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	14	100.0	14.3	42.9	35.7	7.1	42.9	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	255	100.0	14.3	54.1	20.9	10.7	31.6	15.5
Disabled	47	97.9	58.3	38.9	N/A	2.8	2.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	302	99.7	20.0	52.1	18.2	9.6	27.9	15.5
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	298	99.7	18.1	53.3	18.9	9.6	28.5	15.5
Socio-Economic Status								
Subsidized meals	151	100.0	24.5	58.3	12.9	4.3	17.3	15.5
Full-pay meals	151	99.3	15.6	46.1	23.4	14.9	38.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	95	N/A	15.8	41.1	36.8	6.3	43.2
	Grade 4	92	N/A	16.7	57.8	24.4	1.1	25.6
	Grade 5	106	N/A	25.3	54.7	18.9	1.1	20.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	95	100.0	25.6	32.2	38.9	3.3	42.2
	Grade 4	102	99.0	27.1	40.6	31.3	1.0	32.3
	Grade 5	105	99.0	37.6	48.4	14.0	N/A	14.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	95	N/A	33.7	52.6	11.6	2.1	13.7
	Grade 4	92	N/A	27.5	47.3	17.6	7.7	25.3
	Grade 5	106	N/A	18.9	49.5	20.0	11.6	31.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	95	100.0	18.9	61.1	11.1	8.9	20.0
	Grade 4	102	100.0	16.5	45.4	23.7	14.4	38.1
	Grade 5	105	99.0	24.7	50.5	19.4	5.4	24.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 603)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	6.9%	Up from 4.7%	2.8%	2.4%
Attendance rate	92.5%	Down from 96.6%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	15.5%	Up from 12.5%	18.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.0%	Up from 7.5%	8.2%	8.0%
Older than usual for grade	1.7%	No change	0.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 40)				
Teachers with advanced degrees	45.0%	Down from 46.2%	49.1%	50.0%
Continuing contract teachers	80.0%	Down from 82.1%	90.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.1%	Up from 87.6%	88.5%	86.2%
Teacher attendance rate	95.8%	Up from 95.3%	95.4%	95.3%
Average teacher salary	\$40,560	Up 0.3%	\$40,184	\$39,909
Prof. development days/teacher	11.2 days	Up from 11.1 days	11.1 days	11.4 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio	18.6 to 1	Down from 19.7 to 1	19.2 to 1	18.9 to 1
Prime instructional time	87.0%	Down from 91.1%	90.0%	89.7%
Dollars spent per pupil*	\$6,441	Up 6.7%	\$5,723	\$5,892
Percent spent on teacher salaries*	57.2%	Down from 65.9%	66.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.3%	Up from 98.9%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2002-2003 school year, Cotton Belt's faculty, staff, parents, students and community members celebrated many successes. New student programs and increased higher standards have challenged our students to reach new heights. Although our students' academic, social and emotional gains are continuing to show improvement each year, all of us in the school setting realize that we still have work to accomplish and higher goals and standards to meet. As a school family, we are totally committed to providing the best education possible for each child that walks through our doors. However, we know that we cannot do this job alone. Parents and community members must play an active role to ensure our students receive the best education possible. We encourage you to be a participant in the education of our students on a consistent and regular basis. As we march forward on this educational journey, we are confident, with the right attitude and commitment from all involved, that we can make a difference in the lives of our students. Every child brings to the schoolhouse doors their own unique needs and special talents. We commit to each one of these individual students our time, talents and resources to help them achieve their educational goals and become productive citizens of our global society.

We are truly fortunate at Cotton Belt to have a faculty and staff, PTO and School Improvement Council that are totally dedicated and committed to providing a safe, nurturing and inviting learning atmosphere that is solidly grounded on high expectations for all students. Without the commitment from these stakeholders, we would not be able to provide the educational experiences that our students so richly deserve. As a Title One School and a Professional Development School with Winthrop University, we are also able to provide our students and faculty with additional educational opportunities that will improve overall student achievement.

As you analyze the data that is located in this report, please let this one piece of the educational puzzle be a driving force and motivator for all of us to recommit our time, talents and energies to providing the best education possible for all the special boys and girls at Cotton Belt Elementary School. Please never forget that together, we CAN make a difference!

Matt Brown, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.